

Information Skills Integration Strategies

Grades 3-5

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Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 5: The learner will EXPLORE and USE research processes to meet information needs.

- 4.01 Identify information needs and formulate questions about those needs.
 - 4.01.1 As a class discuss a variety of reasons for seeking information curricular pursuits, personal interests, problem-solving and decision making.
 - 4.01.2 As a class discuss, identify, and chart information needs in the classroom and for personal use.
 - 4.01.3 Discuss, identify, and chart information resources appropriate for various kinds of information (science, health, Soc. St.) for a particular grade level. (reference books, information books, NC WISE OWL, Internet sites, vertical files, community resources).
 - 4.01.4 Discuss and identify search tools and skills students need in order to use resources (using NC WISE OWL).
 - a. Plan a search strategy.
 - b. Use graphic organizers.
 - c. Use NC WISE OWL tutorials.
 - d. Explore and use search engines.
 - e. Discuss the benefits and limitations various resources.
 - f. As a class identify appropriate online resources and create bookmarks.
 - 4.01.5 Discuss and identify importance issues to consider when evaluating sources and resources. Identify parts of a book (index, glossary, table of contents). Use animal series from Crestwood House Publishers.
 - 4.01.6 Identify information needs for content areas. Have students locate resources in the media center and online. Discuss, compare, and evaluate the information and sources.
 - 4.01.7 Have students create a commercial with specific criteria. Have students use same criteria to self/peer evaluate the commercial.

Self/Peer Evaluation Process

- 1. Identify positive elements of the product find something good about it.
 - 2. Be considerate of the creator's feelings, ideas, and beliefs.
 - 3. Identify specific elements that might be improved.
 - 4. Evaluate the quality, variety, appropriateness, and number of resources.
 - 5. Identify most helpful and least helpful resources and tell why.
 - 6. Creators use responses to refine and improve products. This process could be used for a myriad of activities (paragraphs, stories, activities, products, models).
 - 4.01.8 Identify people, symbols and events associated with the heritage of the U.S., Canada and Latin America. Students identify what information they need. Gather information from a variety of formats. Organize and use information. Credit sources. Present information in a variety of formats.